

Experiential Learning Notes

Theme and Level

Theme: Make Plans

Level: Looking Deeper

At a Glance

Students update their plans for experiential learning.

Time: 50 minutes.

Essential Questions

- What experiential learning have I completed?
- What experiential learning shall a plan for the next few years?

Preparation

- Secure computer lab with overhead projector enabled and CIS access
- Retrieve copies of students' *Make Experiential Learning Plans Worksheets* from earlier years or pull reports from students' Career Plans.
- Make copies of the *Experiential Learning Notes Worksheet*, one per student.
- Find two seniors, who maintained successfully busy lives in high school, to come speak to your class about the benefits of extra-curricular activities, what they have learned from these during high school.

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for each of them to update their plans for experiential learning. Remind students that these plans extend their high school academic learning by developing plans for meaningful experiences outside the classroom in areas of interest.
2. Ask students, "Who participated in a sport or club the past year or so?" Ask students to share their experiences and some of the things they have learned from these extra-curricular activities.
3. Introduce the guest presenters, the two senior students. Allow them to each talk for 5-10 minutes about their experiences.
4. Allow class to question guest presenters.
5. Tell students that they will now update their plans for experiential learning.
6. Show PPT Slide 2. Review the worksheet with students. Discuss the importance of maintaining documentation of their experiential learning. Scholarship applications and colleges will want to see either these forms or the information contained in these forms.
7. Provide 15 - 20 minutes for students to update their plans and write their new experiential learning plans on the worksheet.
8. Ask students to share their completed worksheets and plans in groups of four. (Student will gain additional ideas from listening to their peers.)
9. Ask volunteer students to share their plans with the full class.
10. Show PPT Slide 3. Ask students to answer the question in the text boxes at the end of the worksheet then transfer these to their CIS portfolios, in the Looking Deeper: Make Plans, Make Experiential Learning Plans section of Career Plan.

Variations and Accommodations

- Partner students needing special assistance with a helpful class member for this activity.
- Complete worksheet outside of class, allowing parent/guardian comment and support.
- Remind students to update that these plans annually.
- Sharing student plans with counselors and younger students to set a tone for *planned success*.

Assessment

Use the *Experiential Learning Notes Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the **What new plans for experiential learning do you have?** text box within the Looking Deeper: Make Plans, Experiential Learning Plans section of Career Plan.

Materials

Computer lab with overhead projector and CIS access

[Experiential Learning Notes \(PPTX\)](#)

[Experiential Learning Notes Scoring Guide \(PDF\)](#)

[Experiential Learning Notes Scoring Guide \(DOCX\)](#)

[Experiential Learning Notes \(PDF\)](#)

[Experiential Learning Notes \(DOCX\)](#)

Goals and Standards

Common Core State Standards

- English and Language Arts Career Anchor: Reading Informational Text
- English and Language Arts Career Anchor: Writing
- English and Language Arts Career Anchor: Speaking & Listening

National Career Development Guidelines

- GOAL PS1 Develop understanding of self to build and maintain a positive self-concept.
- GOAL PS3 Integrate growth and change into your career development.
- GOAL PS4 Balance personal, leisure, community, learner, family and work roles.
- GOAL ED2 Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.
- GOAL CM4 Master academic, occupational and general employability skills in order to obtain, create, maintain and/or advance your employment.

American School Counselor Association

- Personal-Social, Academic Development, Career Development

Bloom's Taxonomy: Creating, Understanding, Applying

American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success

Mindset Standards

- Belief in Development of Whole Self, Including a Healthy Balance of Mental, Social/Emotional and Physical Well-Being
- Self-Confidence in Ability to Succeed

Behavior Standards: Learning Strategies

- Demonstrate Critical-Thinking Skills to Make Informed Decisions
- Apply Media and Technology Skills
- Identify long- and short-term Academic, Career and Social/Emotional Goals
- Participate in Enrichment and Extracurricular Activities

Behavior Standards: Self-Management Skills

- Demonstrate Ability to Assume Responsibility
- Demonstrate Self-Discipline and Self-Control
- Demonstrate the Ability to Balance School, Home and Community Activities

Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills